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Demographic Features of University Students Using Facebook And Its Relationship With Emotional Intelligence

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Abstract

Purpose: This study intends to identify the relationship between university students' emotional intelligence and the increasing usage of social media (facebook). In particular, the relationship of usage features such as the perception of the user about facebook, motivation for opening an account on facebook, duration of usage, frequency of usage, usage time per day, number of friends on facebook, profile features of selected friends on facebook, intended use of facebook, features of shared materials, sections allowed to be seen on facebook, the selected profile picture on facebook and topics perceived as private on facebook with emotional intelligence features of people was explored.

Method: Survey questions on the use of Facebook were added to the current emotional intelligence scale consisting of 88 questions and were asked to university students. The relationship between dimensions of emotional intelligence and usage of facebook were determined through SPSS 16.0 statistics programme.

Findings: A significant relationship was found in personal skills, interpersonal skills, adaptability, overcoming stress and general mood sub-dimensions.

Result: In accordance with the research, it was found out that usage of Facebook contributes to the emotional intelligence in line with demographic features.

Keywords: Facebook, emotional intelligence, university student.

1.Introduction

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While sociobiologists discuss why evolution has placed emotion in such a central position in human spirit, they point to the fact that heart overrules mind in critical circumstances. According to them, our emotions guide us in such states and duties as danger, painful loss, moving towards an objective despite challenges, committing to the spouse and starting a family, which cannot be left solely to the mind. Each emotion prepares us to behave in some way; each of them directs us in such a way as to be able to cope with recurring hardships in life. As these states were repeated over and over throughout our evolutionary history, the value of our emotional repertoire in terms of sustainability of life has been proven as it is instilled in our nervous system as innate and automatic tendencies of our heart (Goleman, 2012). In line with this thought, Goleman explains control of the concept of emotion. Goleman's idea and researches have somewhat constituted the evidence that a thinking person exists with emotions. IQ and similar intelligence test approaches which take cognitive skills as measurement of intelligence have remained insufficient in measuring human intelligence precisely. The common feature of alternative intelligence theories created accordingly is that each of them contain various emotional capabilities. These alternative theories have pioneered creation of emotional intelligence theory over time (Çakar, Arbak, 2004).

When the emergence process of emotional intelligence concept is considered, it will be seen that it was first suggested by John Mayer and Peter Salovey. Mayer and Salovey explain emotional intelligence as follows:

1-) Considering and expression of one's own and others' feelings;

2-) Control of one's own or others' feelings;

3-) Use of feelings in order to facilitate thoughts;

Emotional intelligence is the ability to sense, comprehend and use effectively the power and rapid perception of feelings as a source of human energy, knowledge, relationships and effect. (Pamukoğlu, 2004) In conclusion, they emphasized that one's success does not stem solely from intelligence but the dimension of emotional intelligence can also become effective. It is seen that emotions are realised, given meaning and their problematic dimensions are analysed through emotional intelligence.

Facebook is a tool by which people establish communication and share social elements.

Facebook is a social network founded on February 4, 2004 by a student in Harvard University, Mark Zuckerberg. Facebook, which did not seem to have lots of differences from the similar networks, has become the 4th web site that has the highest level of visiting

traffic and the social network with the highest rate of visiting traffic in the world in a short period of 4 years (Acır, 2008). Number of Facebook users exceeded one billion as of October 2012. The biggest Facebook user is USA with 155 million 710 thousand, which is followed by Indonesia and India (43 million). Turkey ranks forth with subscribers of over 31 millions (Turkish Informatics Association, 2012). This situation caused Facebook to become wider-spread day by day and become a sort of life culture. People find a kind of area of expression by sharing their feelings and thoughts on this platform.

When considered in this way, Facebook led to significant changes in virtual and social terms. It created a kind of virtual revolution by drawing socialization area of people towards virtual environment. This has an important place in human psychology. The main purpose of the article we have written is to identify impact of Facebook on the individual's emotional intelligence. Facebook enables people to express themselves and share their reactions, sorrow, anger, jealousy, happiness, love and admiration via a social network with its actuality. We will also evaluate this situation through data with a questionnaire we have conducted on 500 university students using Facebook.

This study intends to identify the relationships between emotional intelligence of university students and usage of social media (Facebook) which has developed recently. Especially the relationship between emotional intelligence of people and such usage matters as Facebook perception of the users, their purpose of usage and features of materials shared was investigated. How much do people keep their emotions under control through social media (Facebook) in this way? People establishing empathy by following others while expressing themselves and their improving emotional statuses were analysed. It is intended to investigate what kind of a functionality exists between expressing oneself, observing expressions of others and Emotional Intelligence. It was targeted to make a research on the purpose of using Facebook with self-control and determination, sufficient self-expression and materials shared. Examination of relationality dimension between Facebook and Emotional Intelligence was taken as the basic research subject.

2.Method

2.1.Research Group

The subject group comprised of 500 university students using Facebook from Faculty of Engineering, Faculty of Administrative and Social Sciences, Faculty of Fine Arts, Vocational College and Preparatory School of Toros University.

2.2.Data Collection Tools

2.2.1. Questionnaire on Demographic Features: A questionnaire was prepared with a total of 42 questions about Facebook and demographic features of students.

2.2.2. Emotional Intelligence Scale of Bar-on: The questions in Emotional Intelligence Scale of Bar-On were classified on the basis of 5 point Likert Scale. The most positive option was coded as 1 while the most negative one was coded as 5. However, conversion was done during analyses. There was no scoring. Only tendencies were measured. Bar-On EQ questionnaire, by which Dr. Reuven Bar, who worked in Haifan University, conducted validity and reliability studies, has been used in many academic studies to date and people who still work on this matter refer to it as the best tool that measures emotional intelligence (Acar, 2001).

3. Findings

Table 1. Students joining the research Descriptive Statistics Data (Gender)

Gender	n
Female	234
Male	266
Total	500

Table 1 shows female students (n=234) and male students (n=266).

Table 2 Descriptive Statistical Data of Students Joining the Research (Age)

Age	n
17-18	85
19-20	247
21 and above	168
Total	500

Table 2 shows participants between ages of 17-18 (n=85), 19-20 (n=247), and 21 and above (n=168).

Table 3 Descriptive Statistical Data of Students Participating in the Research (Grades of participants)

Grades of Students	n
Preparatory Class	275
Freshman	173
Sophomore	52
Total	500

Table 3 shows the number of students attending preparatory class (n=275), number of freshman (n=173), and sophomore (n=52).

Table 4 Descriptive Statistical Date of Students Participating in the Research (Faculty attended)

Faculty Attended	n
Faculty of Engineering	215
Faculty of Economics Administrative and Social Sciences	141
Faculty of Fine Arts	91
Vocational College	53
Total	500

Table 4 shows students attending Faculty of Engineering (n=215), Faculty of Economics Administrative and Social Sciences (n=141), Faculty of Fine Arts (n=91), Vocational College (n=53).

Table 5 Descriptive Statistical Date of Students Participating in the Research (Place of Birth)

Place of Birth of the participating student	n
Marmara Region	25
Aegean Region	28
Mediterranean Region	317
Central Anatolia Region	23
Black Sea Region	66
Eastern Anatolia Region	25
Southeastern Anatolia Region	16
Total	500

Table 5 shows participating students born in Marmara Region (n=25), Aegean Region (n=28), Mediterranean Region (n=317), Central Anatolia Region (n=23), Black Sea Region (n=66), Eastern Anatolia Region (n=25), and Southeastern Anatolia Region (n=16).

Table 6 (Marital status of participating students)

Marital status of participating students	n
Married	13
Single	487
Total	500

Table 6 shows married students (n=13) and single students (n=487).

Table 7 Descriptive Statistical Date of Students Participating in the Research (The schools from which participating students graduated)

High School from which the Participating Student Graduated	n
Normal High School	206
Multi-Programme High School	29
Vocational High School	33
Anatolian High School	208
Science High School	24
Total	500

Table 7 shows Normal High Schools (n=206), Multi-Programme High Schools (n=29), Vocational High Schools (n=33), Anatolian High Schools (n=208), and Science High Schools (n=24).

Table 8 Descriptive Statistical Date of Students Participating in the Research (Vocational Status)

Do you have a Job?	n
Yes	75
No	425
Total	500

Table 8 shows Yeses (n=75) and Nos (n=425).

Table 9 Descriptive Statistical Date of Students Participating in the Research (Income Status of Families)

Income Statuses of families of participating students	n
0-999 TL	305
1000-1999 TL	73
2000-2999 TL	48
3000-3999 TL	52
4000 and above	22
Total	500

Table 9 shows income statuses as 0-999 TL (n=305), 1000-1999 TL (n=73), 2000-2999 TL (n=48), 3000-3999 TL(n=52), and 4000 and above (n=22).

Table 10 Correlation Table of Variables (Personal Skills)

Personal Skills	Gender	Age	Faculty	Class	Region of Birth	Marital Status	High School of Graduation	Vocational Status	Family's Monthly Income
Emotional Sense of Self	0,421	0,597	0,075	0,927	0,746	0,000*	0,505	0,344	0,750
Self Confidence	0,305	0,536	0,878	0,984	0,245	0,363	0,006*	0,766	0,215
Self-Respect	0,414	0,022*	0,022*	0,016*	0,000*	0,028*	0,995	0,001*	0,237
Self Realization	0,206	0,006*	0,130	0,000*	0,883	0,209	0,486	0,127	0,005*
Independence	0,607	0,001*	0,919	0,000*	0,159	0,008*	0,000*	0,390	0,672

P<0,05

As it is seen in Table 10, relationships among variables were presented as pearson coefficients for students. At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between gender and emotional sense of self (0,421; P>0,005). Similarly, no meaningful

relationship exists between gender and self confidence (0,305; P>0,005). No meaningful relationship exists between gender and self respect (0,414; P>0,005). No meaningful relationship exists between gender and self realization (0,206; P>0,005). No meaningful relationship exists between gender and independence (0,607; P>0,005. At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between age and emotional sense of self (0,597 ; P>0,005). There is a meaningful relationship between age and self respect (0,022; P < 0,005). There is a meaningful relationship between age and self realization (0,006; P < 0,005). There is a meaningful relationship between age and independency (0,001; P < 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between faculty and sense of self (0,075; P> 0,005). No meaningful relationship exists between faculty and self respect (0,878; P>0,005). No meaningful relationship exists between faculty and self realization (0,130; P>0,005). No meaningful relationship exists between faculty and independence (0,919; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between class and emotional sense of self (0,927; P> 0,005). No meaningful relationship exists between class and self confidence (0,984 P> 0,005). There is a meaningful relationship between class and self respect (0,016; P< 0,005). There is meaningful relationship between class and self realization (0,00; P< 0,005). There is meaningful relationship between class and independency (0,00; P< 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between the region of birth and emotional sense of self (0,746; P> 0,005). No meaningful relationship exists between the region of birth and self confidence (0,245; P> 0,005). A meaningful relationship exists between the region of birth and self respect (0,000; P<0,005). No meaningful relationship exists between the region of birth and self realization (0,883; P> 0,005). No meaningful relationship exists between the region of birth and independency (0,159; P> 0,005). A meaningful relationship exists between marital status and emotional sense of self (0,000; P< 0,005). No meaningful relationship exists between marital status and emotional sense of self (0,363; P> 0,005). A meaningful relationship exists between marital status and self respect (0,028; P< 0,05). No meaningful relationship exists between marital status and self realization (0,209; P> 0,005). A meaningful relationship exists between marital status and independency (0,008; P< 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between the high school of graduation and emotional sense of self (0,505; P>0,005). A meaningful relationship exists between high school of graduation and self respect (0,006; P<0,005). No meaningful relationship exists between the high school of graduation and self respect (0,995; P>0,005). No meaningful relationship exists between the high school of graduation and self realization (0,486; P>0,005). A meaningful relationship exists between the high school of graduation and independency (0,000; P< 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between vocational status and emotional sense of self (0,344; P>0,005). No meaningful relationship exists between vocational status and self confidence (0,766; P>0,005). A meaningful relationship exists between vocational status and self respect (0,001; P<0,005). No meaningful relationship exists between vocational status and self realization (0,127; P>0,005). No meaningful relationship exists between vocational status and independence (0,390; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between family's monthly income and emotional sense of self (0,750; P>0,005). No meaningful relationship exists between family's monthly income and self respect (0,215; P>0,005). No meaningful relationship exists between family's monthly income and self respect (0,237; P>0,005). A meaningful relationship exists between family's monthly income and self realization (0,005; P<0,005). No meaningful relationship exists between family's monthly income and independency (0,672; P<0,005).

Table 11 Correlation Table of Variables (Personal Skills)

Interpersonal skills	Gender	Age	Faculty	Class	Region of Birth	Marital Status	High School of Graduation	Vocational Status	Family's Monthly Income
Empathy	0,722	0,000*	0,979	0,000*	0,075	0,338	0,132	0,117	0,254
Interpersonal Relationships	0,600	0,000*	0,986	0,021*	0,166	0,045*	0,011*	0,119	0,160
Social Responsibility	0,011*	0,000*	0,421	0,000*	0,174	0,003*	0,172	0,782	0,898

P<0,05

As it is seen in Table 11, relationships among variables were presented as pearson coefficients for students. At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between gender and empathy (0,722; P>0,005). No meaningful relationship exists between gender and interpersonal relationships (0,600; P>0,005). A meaningful relationship exists between gender and social responsibility (0,011; P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship exists between age and empathy (0,000; P<0,005). A meaningful relationship exists between age and interpersonal relationships (0,000; P<0,005). A meaningful relationship exists between age and social responsibility (0,000; P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between faculty and empathy (0,979; P>0,005). No meaningful relationship exists between faculty and interpersonal relationships (0,986; P>0,005). No meaningful relationship exists between faculty and social responsibility (0,421; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between class and empathy (0,000; P<0,005). A meaningful relationship exists between class and interpersonal relationships (0,021; P<0,005). A meaningful relationship exists between class and social responsibility (0,000; P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between the region of birth and empathy (0,075; P > 0,005). No meaningful relationship exists between the region of birth and interpersonal relationships (0,166; P > 0,005). No meaningful relationship exists between the region of birth and social responsibility (0,174; P > 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between marital status and empathy (0,338; P > 0,005). A meaningful relationship exists between marital status and interpersonal relationships (0,045; P < 0,005). A meaningful relationship exists between marital status and social responsibility (0,003; P < 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between the high school of graduation and empathy (0,132; P > 0,005). A meaningful relationship exists between the high school of graduation and interpersonal relationships (0,011; P < 0,005). No meaningful relationship exists between the high school of graduation and social responsibility (0,172; P > 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between vocational status and empathy (0,117; P> 0,005). No meaningful relationship exists between vocational status and interpersonal relationships (0,119; P> 0,005). No meaningful relationship exists between vocational status and social responsibility (0,782; P> 0,005). No meaningful relationship exists between monthly income of the families and empathy (0,254; P> 0,005). No meaningful relationship exists between monthly income of families and interpersonal relationships (0,160; P> 0,005). No meaningful relationship exists between monthly income of families and social responsibility (0,898; P> 0,005).

Table 12 Correlation Table of Variables (Adaptability Dimension)

Adaptability Dimension	Gender	Age	Faculty	Class	Region of Birth	Marital Status	High School of Graduation	Vocational Status	Monthly Income of Families
Problem Solving	0,819	0,323	0,709	0,001*	0,001*	0,781	0,842	0,431	0,002*
Reality Dimension	0,501	0,000*	0,915	0,677	0,383	0,034*	0,018*	0,029*	0,219
Flexibility Dimension	0,342	0,608	0,005*	0,723	0,336	0,113	0,054	0,012*	0,018*

P<0,05

As it is seen in Table 12, relationships among variables were presented as pearson coefficients for students. At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between gender and problem solving (0,819; P> 0,005). No meaningful relationship exists between gender and reality dimension (0,501; P> 0,005). No meaningful relationship exists between gender and flexibility dimension (0,342; P> 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between age and problem solving (0,323; P> 0,005). A meaningful relationship exists between age and reality dimension (0,000; P< 0,005). No meaningful relationship exists between age and flexibility dimension (0,608; P> 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between faculty and problem solving (0,709; P > 0,005). No meaningful relationship exists between faculty and reality dimension (0,915; P > 0,005). A meaningful relationship exists between faculty and flexibility dimension (0,005; P = 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between class and problem solving (0,001; P < 0,005). No meaningful relationship exists between class and reality dimension (0,677; P > 0,005). No meaningful relationship exists between class and flexibility dimension (0,723; P > 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between the region of birth and problem solving (0,001; P < 0,005). No meaningful relationship exists between the region of birth and reality dimension (0,383; P > 0,005). No meaningful relationship exists between the region of birth and flexibility dimension (0,336; P > 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between marital status and problem solving (0,781; P>0,005). A meaningful relationship exists between marital status and reality dimension (0,034; P< 0,005). No meaningful relationship exists between marital status and flexibility dimension (0,113; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between high school of graduation and problem solving (0,842; P>0,005). A meaningful relationship exists between high school of graduation and reality dimension (0,018; P < 0,005). No meaningful relationship exists between high school of graduation and flexibility dimension (0,054; P> 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between vocational status and problem solving (0,431; P>0,005). A meaningful relationship exists between vocational status and reality dimension (0,029; P< 0,005). A meaningful relationship exists between vocational status and flexibility dimension (0,012; P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between monthly income of families and problem solving (0,002; P<0,005). No meaningful relationship exists between monthly income of families and reality dimension (0,219; P>0,005). A meaningful relationship exists between monthly income of families and flexibility dimension (0,018; P<0,005).

Table13. Correlation Table of Variables (General Mood)

General Mood	Gender	Age	Faculty	Class	Region of Birth	Marital Status	High school of graduation	Vocational Status	Monthly Income of Families
Happiness	0,150	0,000*	0,190	0,004*	0,469	0,533	0,004*	0,082	0,815
Optimism	0,066	0,938	0,001*	0,313	0,948	0,536	0,010*	0,487	0,580

P<0,05

As it is seen in Table 13, relationships among variables were presented as pearson coefficients for students. At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between gender and happiness (0,150; P >0,005). No meaningful relationship exists between gender and optimism (0,066; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between age and happiness (0,000; P <0,005). No meaningful relationship exists between age and optimism (0,938; P> 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between faculty and happiness (0,190; P >0,005). A meaningful relationship exists between faculty and optimism (0,001; P >0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between class and happiness (0,004; P <0,005). No meaningful relationship exists between class and optimism (0,313; P> 0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between the region of birth and happiness (0,469; P >0,005). No meaningful relationship exists between the region of birth and optimism (0,948; P >0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between marital status and happiness (0,533; P>0,005). No meaningful relationship exists between marital status and optimism (0,536; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between the high school of graduation and happiness (0,004; P<0,005). A meaningful relationship exists between high school of graduation and happiness (0,010; P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between vocational status and happiness (0,082; P >0,005). No meaningful relationship exists between vocational status and happiness (0,487; P >0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between monthly income of families and happiness (0,815; P>0,005). No meaningful relationship exists between monthly income of families and optimism(0,580;P>0,005).

Table 14 Correlation Table of Variables (Overcoming Stress Dimension)

Overcoming stress dimension	Gender	Age	Faculty	Class	Region of Birth	Marital Status	High School of Graduation	Vocational Status	Monthly Income of Families
Stress management	0,033*	0,323	0,522	0,148	0,048*	0,656	0,008*	0,120	0,729
Impulse management	0,046*	0,293	0,069	0,494	0,009*	0,438	0,729	0,042*	0,556

P>0,005

As it is seen in Table 14, relationships among variables were presented as pearson coefficients for students. At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between gender and stress management (0,033; P <0,005). A meaningful relationship exists between gender and impulse control (0,046; P <0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between age and stress management (0,323; P >0,005). No meaningful relationship exists between age and impulse control (0,293; P >0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between faculty and stress management (0,522; P>0,005). No meaningful relationship exists between faculty and impulse control (0,069; P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between class and stress management (0,148; P >0,005). No meaningful relationship exists between class and impulse control (0,494; P >0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between region of birth and stress management (0,048;P<0,005). A meaningful relationship exists between region of birth and impulse control (0,009;P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between marital status and stress management (0,656;P >0,005). No meaningful relationship exists between marital status and impulse control (0,438;P >0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, a significant relationship is found between high school of graduation and stress management (0,008;P<0,005). No meaningful relationship exists between high school of graduation and impulse control (0,729;P>0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between vocational status and stress management (0,120; P>0,005). A meaningful relationship exists between vocational status and stress management (0,042; P<0,005). At this point, when relationships that bear meaning in terms of double-ended evaluation are examined, no significant relationship is found between monthly income of families and stress management (0,729; P> 0,005). No meaningful relationship exists between monthly income of families and impulse control (0,556; P > 0,005).

4.Discussion and conclusion

The purpose of this research is to study demographic features of university students using Facebook and how usage of Facebook is related to emotional intelligence with a questionnaire directed at students (through Bar-on's Emotional Intelligence Scale).

No research made in this field is available in literature review. Given the analyses, university students constituted a suitable research group for this study. When findings are examined, it is seen that a meaningful relationship exists among them.

There are five dimensions in Bar-on Emotional Intelligence Scale. These are personal skills, interpersonal skills, adaptability dimension, general mood and overcoming stress (Acar, 2002).

There is a relationship between the age of participating students and self respect, self realization and independence sub-dimensions of personal skills dimension. A relationship exists between faculty and college of participating students and self respect sub-dimension of personal skills dimension. A relationship exists between the grade attended by participating students and self respect, self realization and independence sub-dimensions of personal skills dimension. There is a relationship between the participating students' region of birth and self respect sub dimension of personal skills dimension. A relationship exists between marital status of participating students and emotional sense of self, self respect and independence sub-dimensions of personal skills dimension. There is a relationship between participating students' high school of graduation and emotional sense of self, self realization and independence sub-dimensions of personal skills dimension. A relationship exists between participating students' vocational status and self respect sub-dimension of personal skills dimension. There is a relationship between participating students' vocational status and self realization sub-dimension of personal skills dimension.

Every communication state means mutual dependence of the source and the target. Interrelated levels of this mutual dependence such as definition and physical level, action and reaction, empathy and interaction can be mentioned. These levels can be found in every case of communication in a certain form and degree but it is not very common that every communication results in a real interaction and it depends on some conditions. Dependence at the level of empathy between source and target can be addressed according to two separate views. According to one of these, people evaluate others based on themselves. In other words, they make sense of other people's behaviours-words and messages in line with

the way they behave, hear and think under the same circumstances. Empathic approach is possible with the use of emotional intelligence if it is the ability to show the problems experienced in human relationships. (Doruk, Öngören, 2005) There is a relationship between gender and social responsibility sub-dimension of interpersonal skills dimension. There is a relationship between age and empathy, interpersonal relationships and social responsibility sub-dimensions of interpersonal skills dimension. A relationship exists between the grade attended by the participant and empathy, interpersonal relationships and social responsibility sub-dimensions of interpersonal skills dimension. A relationship exists between marital status of participating students and interpersonal relationships and social responsibility sub-dimensions of interpersonal skills dimension. A relationship exists between the participant students' school of graduation and interpersonal relationships sub-dimension of interpersonal skills dimension.

There is a relationship between age of participating student and reality sub-dimension of adaptability dimension. A relationship exists between the faculty attended by participating student and flexibility sub-dimension of adaptability dimension. There is a relationship between the class attended by participating students and problem solving sub-dimension of adaptability dimension. A relationship exists between marital status of participating students and reality sub-dimension of adaptability dimension. There is a relationship between participating students' high school of graduation and reality sub-dimension of adaptability dimension. A relationship exists between vocational status of students and reality and flexibility sub-dimensions of adaptability dimension. There is a relationship between vocational status of students and problem solving and flexibility sub-dimension of adaptability dimension.

Daniel Goleman, who is recognized with the studies he has conducted on emotional intelligence, defined emotional intelligence as the ability to stimulate oneself, proceed on one's way despite hardships of life, control one's impulses and postpone satisfaction, regulate one's mood and not allow hardships to prevent thinking, put oneself in someone else's shoes and cherish hope. (Karabulutlu,Yılmaz and Yurttaş, 2011) There is a relationship between the participating students' age and happiness sub-dimension of general mood dimension. A relationship exists between the faculty attended by the participating student and optimism sub-dimension of general mood dimension. There is a relationship between the class attended by participating students and happiness sub-dimension of general mood dimension. A relationship exists between the participating students' high school of graduation and happiness and optimism sub-dimension of general mood dimension.

There is a relationship between gender and stress management and impulse management sub-dimensions of overcoming stress dimension. A relationship exists between the participating student's region of birth and stress management and impulse management sub-dimension of overcoming stress dimension. There is a relationship between the participating student's high school of education and stress management sub-dimension of overcoming stress dimension. A relationship exists between vocational status of the participating student and impulse management sub-dimension of overcoming stress dimension.

It has been concluded as a result of the examination we conducted that the most intensive positive change occurred in self respect, self realization and independence of university students using Facebook in personal skills dimension. In accordance with this situation, it is seen that usage of Facebook contributes to personal skills dimension of university students in emotional intelligence cases. In terms of interpersonal skills dimension, a positive change is available in social responsibility and interpersonal relationships sub-dimensions. In line with this situation, it is seen that usage of Facebook contributes to the dimension of interpersonal skills of university students in emotional intelligence cases. On the other hand, a positive change is available in problem solving, reality and flexibility dimensions in adaptability dimension. In accordance with this situation, it is seen that usage of Facebook contributes to adaptability dimension in emotional intelligence cases of university students. A positive change is observed in happiness and optimism dimensions in general mood dimension. In line with this situation, it is seen that university students using Facebook contribute to the general mood dimension in the case of emotional intelligence. A positive change is observed in stress management and impulse control dimensions in overcoming stress dimension. IN line with this situation, it is seen that university students using Facebook contribute to overcoming stress dimension in the case of emotional intelligence.

Positively meaningful relationships have been found in the study we made on the relation between university students using Facebook and emotional intelligence in students of the Faculty of Engineering, Faculty of Fine Arts, Faculty of Economics, Administrative and Social Sciences and Vocational College of Toros University. It has been observed in line with the research that usage of Facebook contributes to emotional intelligence in accordance with demographic features.

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